

**Kentucky Guidebook**  
**For**  
**MIGRANT ADVOCATES**

**Advisor**

**Decision-maker**

**Vigorous**

**Organizer**

**Catalyst**

**Adaptable**

**Teacher**

**Empathizer**

**Polices and Procedures**  
**For**  
**Migrant Education Program Advocates**  
**In**  
**Kentucky**

**1999 (revised 2003)**  
**Migrant Education Office**  
**Kentucky Department of Education**

## **Acknowledgements**

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## **INTRODUCTION**

The migrant education program came into being in 1966 as part of then President Lyndon B. Johnson's "War On Poverty." Education professionals recognized in the creation of the migrant program that children of highly mobile agricultural workers were routinely overlooked and neglected in the overall educational process. Because their parents moved across school district, county, and/or state boundaries on a frequent basis, migrant children (most of whom spoke limited or no English), if enrolled in school, lacked consistent educational programming. Those who enrolled in school, most often, were behind their peers in educational attainment, had difficulties in communicating with education officials and teachers, often faced heightened medical and social problems which further hampered their educational progress, and received less than an adequate education because schools were ill-

equipped to meet the instructional needs of children who had limited or non-English speaking abilities and who were highly mobile.

Migrant Education in Kentucky presently consists of 131 school districts, which are encompassed under nine (9) regional administrative centers . All projects hire recruiters, advocates, and in some cases, other personnel such as advocate assistants and instructional assistants to work with Kentucky's predominantly intrastate English speaking migrant population. Some projects also hire individuals who are bilingual to meet needs of the growing population of limited or non-English speaking migrant children and parents. Each regional administrative center employs a project coordinator and data entry specialist (records clerk). The records clerk is responsible for entering demographic and other migrant student data into a database and tracking system for migrant children.

The mission of the migrant education program is to provide educational and human resource service opportunities, which strengthen and enhance the development of the migrant child. The purpose of this Guidebook for Advocates is to assist migrant advocates to understand their role of alleviating barriers to successful educational achievement. It is the intent of the developers of this Guidebook to provide advocates with information, guidance and resources designed to allow advocates to focus on the educational achievement of migrant children.

The developers readily admit that the information provided in this document may not solely provide advocates with every tool they will need to successfully impact the lives of migrant children. The remaining tools and information will only be brought about by an advocate's desire to seek other professional development and training opportunities that will further heighten their professional skills.

### **Responsibilities of a Migrant Advocate**

The position of migrant advocate requires certification to teach in a classroom as determined by the Division of Teacher Certification in the state of Kentucky. A person hired in the position of migrant advocate is the recognized link between the child and the family, and:

- Teachers
- Principals
- School district administrators
- School programs and resources
- Local community agencies and organizations
- Local, state, and federal resources.

An advocate will be expected to:

- Meet and maintain contact with a child's classroom teacher (s) to determine levels of academic proficiency and how the migrant program can assist the child to achieve.
- Periodically meet with the child to see if he/she is performing well academically and is adjusting to teachers, peers, and school.
- Monitor grades, academic achievement, attendance, and behavior.
- Resolve issues that arise, either directly, or through referral to and follow-up with other school and community.
- Make at least one home visit to: meet with parents/guardians; assess the home environment; determine needs of other children who may reside in the home; and seek the involvement of parents/guardians in their child's education through modeling, coaching, and placement of appropriate educational or training materials in the home.
- Make other home visits and/or parent contacts as needs or requests by others might indicate.
- Make use of all other school and community resources for health, social, and other identified needs through appropriate referral and follow-up.
- Continually seek and participate in appropriate professional development and training opportunities to enhance existing skills and to learn new skills for the job.
- Maintain a log of activities to document services provided for migrant children and families.
- Compile and maintain data for completing a needs assessment of the program and for reports needed by the records clerk, district supervisor, and regional program coordinator (see Migrant Education Reports section).
- Strongly encourage children with the greatest academic needs to participate in summer and/or intersession instruction and enrichment activities.
- Become an active player in the district's consolidated planning process (under the direction of the local supervisor or local district contact person).
- Monitor Advocate Assistant activities which are consistent with the Advocate Assistant job description

### **Program Operation**

The operation of the migrant program is a coordinated effort between all migrant staff. Each player has a specific role to perform and each is an integral part of the smooth operation of the program. *Recruiters* are to identify and recruit families for the program.

*Advocates* are to provide and/or ensure that children have access to services from the school and community that will help them succeed in their educational process. Advocates also ensure that families are provided with access to resources that have direct bearing on assisting their children to succeed in school, i.e. social services, health services, clothing, and other needs. These services should be provided through **referral** to other programs and agencies with follow-up to ensure that issues have been addressed and needs have been met. Advocates also take the lead role in parent involvement activities, migrant representation in the district

consolidated planning process, the migrant program needs assessment, summer school/intersession planning for migrant children, and program evaluation.

Instructional Assistants are individuals hired to work directly with migrant children in the classroom. Such individuals must meet any State or Federal guidelines for paraeducators, including any testing or educational requirements that exist at the time they are hired for the position. In situations where districts hire paraeducators in lieu of advocates, the district contact person or other individual, must supervise the daily activities of the paraeducator. In instances where no advocate is hired for the program, paraeducators will be required to perform duties that would normally be the responsibility of the advocate, including any necessary home visits and the collection of data required for the MIS2000 database.

The *Records Clerk* (at the regional level) is responsible for the input of data that is obtained from the Certificate of Eligibility (COE) and certain other program and performance data, which is supplied by the advocate or the paraeducator.

The role of the regional *Coordinator* is to provide direction and leadership to the migrant program, assist local districts in program and budget design, hold regional and/or local planning meetings to ensure that the program runs smoothly and that staff are being kept informed, provide for or assist local districts with professional development opportunities, and to work with district superintendents and others to ensure that the program is meeting the needs of migrant children

### **Allowable Expenditures**

The migrant program has a great deal of flexibility in how federal program dollars are spent. The federal guidelines refer to allowable expenditures as those expenditures “which are necessary and reasonable for the proper administration of the program.”

This includes things such as:

- Salaries;
- Fringe benefits (in line with those provided to other non-federally funded employees of the district);
- Travel in the performance of one’s job (includes travel to attend meetings and professional development and training activities associated with the job);
- Supplies (administrative and program);
- Postage;
- Telephone;

- Meal charges (consistent with district and/or state policy);
- Equipment (specifically for the program operation);
- Parent involvement activities;
- Field trips (consistent with district's policy on how such trips are financed for all children, particularly those children unable to pay);
- Field trip expenses for migrant children during summer/intersession session periods; and
- Summer school transportation for migrant children (equitable percentage basis, if combined with other state or local program funds), etc.

It should be noted that **no expenditure** is to be made in a code series that is not a part of the district's approved consolidated plan budget for the migrant program, until the budget **is amended** to add the appropriate code or code series. If an advocate is unsure, he/she should check with the regional coordinator, local supervisor, or district finance officer before purchasing or conducting an activity.

Advocates may be periodically asked to assist in paying for such things as clothing, shoes, eyeglasses, and minor dental work for migrant children, and food or utilities for families. The advocate must first decide what impact such needs are having on the ability of the child to effectively participate in school and the impact such requests have on the child's ability to learn. Once this has been determined, the advocate must exhaust all other school and community resources as providers or payers for such requests. Advocates should rely heavily upon the notion of "Ask and you shall receive, seek and you shall find." It is underscored that **only in dire emergencies and in extremely rare situations**, after all other possible resources and avenues have been exhausted, should migrant program funds be utilized to pay for food or utilities for migrant families. It is extremely important that you develop a wide array of resources that you can call upon to provide these and other such requests.

### **Consolidated Planning and Budgeting**

Consolidated planning is a collaborative process by which local school districts and schools assess and prioritize needs, establish goals to address priority needs, develop objectives, and develop strategies and activities for achieving objectives. The consolidated planning process must involve all stakeholders (including teachers, parents, community representatives, school administrators, and specific program representatives) to insure high standards and a quality education for all children. The migrant advocate should make every effort to become involved in the consolidated planning process to insure that the needs of migrant children are addressed.

Each local district, which has a migrant program, must include a program budget in its Consolidated Plan. It is important that advocates have input into their district's budgeting process for migrant education. Budgets should be prepared by using



assessment data collected about the program to make informed decisions about how the available money should be spent. Budgets will consist of **MUNIS** codes covering various kinds of planned expenditures.

Advocates should familiarize themselves with the MUNIS budgeting codes (See Appendix I) and work with their supervisor or local contact person in the preparation of the budget. Advocates should be aware that **no** program expenditures can be made unless the approved Consolidated Plan budget includes the code (s) covering a proposed expenditure(s) or unless a budget amendment is completed and approved prior to making expenditures for items in budget codes that are not a part of the existing budget. If the advocate is unsure about expenditures, they should consult their immediate supervisor or the district finance person.

### **Local District Policy**

Advocates whose salaries, fringe benefits, travel, etc., are paid by the migrant Program, shall follow the policies of the local district where they are employed. Sometimes, however, advocates may find that their schedules, for example, do not always fit a regular 8:00 a.m.-4:00 p.m. schedule and therefore must be modified. This situation may occur for a variety of reasons. Most often, however, schedules need to be changed in order to make home visits or to contact a migrant parent who may be working during the advocate's normal workday and may only be available in the evening hours or on the weekend. When this occurs, advocates should receive permission from their supervisor or local district contact person and establish a method for handling changes in their work schedule to accommodate the needs of migrant children and their families.

### **Monitoring/Reviews of Program**

The state migrant program staff is required (by federal guidelines) to monitor programs. The purpose of these reviews is to obtain a snapshot of the program, to determine if there are deviations from program guidelines, and to provide technical assistance. Advocates are a critical part of the operation of the migrant program and will be expected to provide certain information and documentation. During these reviews, advocates will be expected to provide:

- A roster of families and children who have been assigned to their caseload;
- A log of services, referral, and follow-up activities provided for migrant children;
- Evidence that they have established a network of resources and are actually using those resources;
- Evidence that they are monitoring student achievement and attendance on a regular basis;
- Evidence that they have regular contact with teachers and principals who are responsible for the achievement of migrant children;
- Evidence that a local Parent Involvement Council or other systematic means for parental involvement exists and is functional;

- Evidence that they are conducting an annual assessment of the needs of the children (for use in the consolidated planning process and for program improvement;
- Evidence that they are exhausting all other possible resources before utilizing migrant funds to provide non-student related support and social services;
- Evidence that teachers have been consulted about each child's academic needs for summer school, that summer services are offered to each child, and that each child has at least one academic goal for the summer school period;
- Evidence that a summer school evaluation has been completed by the summer school teachers and that the evaluation has been shared with regular classroom teachers; and
- Evidence to document mileage and time/effort for the migrant program.

### **Activity Logs**

Advocates are required to keep a log of services, contacts, referral and follow-up, and to account for work time (particularly important for part-time and split-time positions). Advocates may wish to use a standard form or may keep a log on a daily calendar or organizer. The information is needed to supply the records clerk with accurate information for completing reports (see Needs Assessment and Data Collection section). The log is also needed at the time of monitoring visits to show evidence of services provided (See Appendix C and Appendix J).

### **Needs Assessment and Data Collection**

The state migrant program is required to complete an annual assessment of the program and must complete a Performance Report for the federal Office of Migrant Education. Much of the data can be obtained from information that is keyed into the Migrant Records and Database System. The data must be collected and provided to the regional or local clerk for migrant records. The collection and reporting of the data to the records clerk is the responsibility of the migrant advocate. The data may be obtained from different sources, most notably from service logs and the Advocate Enrollment/Withdrawal Form (both regular and summer/intersession terms). Advocates are also responsible for providing records clerks with information needed to complete the Mass Enrollment and Monthly Withdrawal Report. It is recommended that advocates provide the Superintendent, principals, and teachers with an "Activity Report of Services (quarterly)." This report will keep those individuals informed about what services are being provided for the benefit of migrant children and the local district.

### **Parent Involvement**

Parent involvement is a responsibility of the migrant advocate. Parent involvement should not be viewed as merely conducting parent meetings. It is a process made-up of various activities, including parent meetings, all of which are designed to assist parents in becoming an active participant in their child's education and their own

learning. Parent involvement is vital for the educational achievement of all children. The likelihood of a child becoming successful is substantially increased when parents are active participants in the education of their children. Attending parent meetings is important; however, parent involvement begins when parents take an interest in their child's education. "Parents are their child's first teacher." Advocates can help parents to become involved by:

- Stressing the value of education and maintaining good grades;
- Encouraging parents to send students to school regularly and on time;
- Stressing the importance of the child coming to school well rested and appropriately dressed;
- Keeping parents informed about school policies (absenteeism, head lice, grade retention);
- Encouraging parents to check over homework and to have it returned when it is due;
- Stressing the importance of attending parent teacher conferences and suggesting to parents that they contact teachers when they have concerns;
- Encouraging parents to read to their children;
- Offering strategies for teaching early skills (e.g., learning colors, numbers, letters, etc.);
- Giving parents information about preschool development;
- Encouraging parents to use other programs, such as Head Start and community agencies;
- Brainstorming with parents to solve problems; and
- Encouraging parents to attend school functions.

### **Parent Meetings**

A good Migrant Education Program uses parent trainings and meetings to educate and inform its migrant families. Parent training should be continuously reviewed and adjusted to meet the needs of the migrant parent. Collaborative training sessions may include, but are not limited to, such subject areas as:

- Developing parenting skills
- Using positive reinforcement when dealing with children
- Being a positive role model
- Preparing parents to communicate with school personnel
- Preventing drug and alcohol abuse
- Nutrition/first aid/CPR and other health topics
- ESL/adult education classes
- Career development education
- Maintaining education and health information on children
- Computer training
- Building self-esteem
- Managing money
- Positive discipline techniques

- How to be a nurturing parent
- Building literacy skills

### **Parent Advisory Councils**

The Migrant Education Program (MEP) is required (by federal program regulations) to establish and maintain a method of meaningful parental involvement on a statewide basis. The preferred method is for the State to establish a State Parent Advisory Council, although other methods are acceptable. Likewise, local migrant programs are to establish methods for fostering and maintaining meaningful parental involvement at the district level. The preferred mechanism for obtaining meaningful parent involvement is the establishment of a local Parent Advisory Council (PAC), however, there may be other avenues for obtaining such involvement. At a minimum, migrant parents are to be afforded the opportunity for input into the development, implementation, and evaluation of the program. An active PAC can be of great benefit to the local migrant program. In order to have an active and successful PAC, advocates should follow common sense steps such as:

- Knowing your parents (who you can depend upon and who is supportive);
- Making regular home visits (if they see you are interested, then they will be);
- Soliciting the support of recruiters to encourage newly recruited parents to attend upcoming meetings;
- Offering reasonable incentives to encourage parents to attend (door prize and/or food);
- Advertising meetings through schools, Family Resource Centers, and other agencies;
- Having a good agenda (invite agencies to provide specific training and to discuss specific services they can offer);
- Asking parents for opinions and/or input to improve both the meetings and the overall program; and
- Having a set of by-laws, a mission statement, and a goal (s) that are developed by the parents.

\* Above all, remember that meaningful parent involvement is more than simply forming a local PAC.

### **Summer School/Intersession**

Summer school for migrant children is a **requirement** of the program. These services should be available for all migrant children who wish to participate, but particularly, for those children who are the most academically at-risk of failing or dropping out of school. Advocates are the persons responsible for gathering data and input from classroom teachers. The information is to be used by the advocate to develop a summer school project. The summer project can be totally funded with program funds or combined with other program funds. Combining migrant funds with other program funds may result in a more comprehensive summer project for children. Potential partners in a summer project are Extended School Services, Family

Resource Centers, Title I, and community agencies. School districts, which operate on an “alternative calendar,” may provide opportunities for children to enhance their academic performance. They do this through remedial coursework and enrichment experiences during intersession periods. Intersession periods are excellent opportunities for migrant children to work on deficient academic skills or to participate in enrichment activities. Advocates should work with school officials and parents to allow migrant children to participate in intersession periods. For a comprehensive view of summer school and intersession services, please see the Summer School/Intersession Handbook (updated January 2001). A copy of this document may be obtained from your regional administrative center director or from the State Migrant Education Program office.

### **Contacts With School Personnel**

Advocates are the most visible staff persons in the migrant program. Gaining the respect of others in the school district is very important. For this reason, advocates must maintain contact with others within the school district that touches the lives of migrant children. Most importantly, advocates must maintain contact with teachers and principals. You will be judged by your ability to offer meaningful assistance to these individuals. Above all, advocates must show that they can offer services that will help teachers with academic problems and other situations that affect migrant children. Advocates should be visible in areas where teachers gather. Methods of contact can be through such means as leaving messages in mailboxes, setting up scheduled times to meet with teachers and principals, and offering to meet with the parent and teacher at parent/teacher conferences.

### **Contacts with Migrant Children**

Helping migrant children succeed in school is the total role of the advocate. Migrant children are no different than other children in that they need to know that someone genuinely cares about them and is there to assist them when they need help. Advocates need to make regular contacts with children on their caseload. They should not enroll children into the program and never see them again. Advocates should be visible in the school building and, if possible, visit children in their classroom, in the counselor’s office, or occasionally have lunch with a migrant child. When meeting with a child, concentrate on positives (at every opportunity), give him/her a pat on the back, and be attentive to what the child is really saying to you.

### **Home Visits**

The importance of home visits cannot be overemphasized. Home visits will allow advocates the opportunity to assess the home environment, meet the parent (s), and determine the presence of non-school-aged children in the home. Advocates must gain the trust of the parent(s), find out what difficulties the family may be facing, determine if there is water, electricity, sanitary facilities, and that the living accommodations do not otherwise pose hazardous conditions for the children. This can only be determined through an initial home visit.

After the initial visit, advocates should make other visits (as necessary) to bring educational materials to the home for both the children and the parents (if they are interested), to see if things are going well, or perhaps to discuss situations that are affecting the children in the school setting.

### **Public Relations**

The role of the advocate in public relations is to facilitate communication between parents, schools, and the community. The following suggestions have been proven effective, but your own district may provide other opportunities:

- Become an active member of the Schools' Interagency Council.
- Become an active member of the Community Interagency Council.
- Collaborate with FRYSC, Head Start, Even Start, and community groups, to provide services for families.
- Have a fact sheet about your program available for media, schools, and parents.
- Send monthly newsletters to parents.
- Update coordinator, superintendent, and principals with enrollment and activity reports.
- Be available to assist regular classroom teachers with special units (dental hygiene, nutrition, self-esteem) or by other special talents you can provide.
- Attend PTO and site-based council meetings to explain the Migrant Program.
- Become an active member of the district's consolidated planning committee.
- Announce meetings and special activities through the use of the local radio, newspaper, and television.

### **Legal Issues**

One of the primary responsibilities of an advocate is to make contact with the migrant family. This visit usually will take place in a family's home environment. Sometimes this visit may leave the advocate with an uneasy feeling due to circumstances that have a direct impact on the child, such as the observance of bruises on the child, lack of heat, electricity or sanitary water supply.

What is the responsibility of the advocate? Should the advocate ignore the situation, inform the regional coordinator, call the police, call Social Services, or notify the school counselor or school officials? If the advocate makes a report to social services, will it damage the rapport with that migrant family or other migrant families? If the advocate chooses not to report, can the advocate be held liable? Will the advocate be summoned to appear in court? Since advocates are certified teachers, not trained child protection workers, what are the legal responsibilities? (See Appendix D, Appendix E, and Appendix F)

It is **strongly** recommended that the advocate meet with a local staff member of the Protection & Permanency Branch (formerly child welfare office) of the Community Service Branch (formerly social services) to establish a collaborative relationship. This exchange of information will allow the migrant advocate to inform Protection & Permanency staff of the services the Migrant Education Program offers to the migrant families. This exchange of information will also educate the advocate about legal responsibilities.

Upon request, your regional coordinator will provide a copy of Reporting Child Abuse, Neglect and Dependency, A GUIDE FOR PEOPLE WHO WORK WITH KENTUCKY CHILDREN, published by the Kentucky Department for Social Services, 1996. Included in the appendices, as an additional point of reference, the **Comprehensive School Health Nurse's Manual, 704 Kentucky Administrative Regulations Excerpts**.

It is **recommended** that advocates follow the policies and procedures of the district where they are employed.

### **Confidentiality**

Confidentiality is a key component to a successful Migrant Education Program. It enables trust and a professional relationship to develop between family, school personnel, and agencies.

At the federal level, **The Family Educational Rights and Privacy Act of 1974**, (See Appendix C) is designed to protect the privacy of students' education records. All public schools and local education agencies are subject to the rules in FERPA.

### **Professional Development**

Advocates are certified teachers who are familiar with good instructional practices within the confines of a classroom. Aside from the required in-service training days of the local district, advocates should continue to enhance their advocate skills through specialized training. Advocates need to prepare themselves to: work with children ranging in age from preschool children to emancipated youth; communicate with children and parents who speak limited or no English; understand other cultures; understand how children learn new material; and know how to assist parents and teachers with children who are mentally and physically challenged.

Advocates are encouraged to look for training that addresses current thinking and practices around instruction and assisting children to succeed in school. Advocates should also look for opportunities for special night classes at community colleges, such as basic conversational Spanish.

### **English as a Second Language (ESL)**

Under federal law, all states, local education agencies, and schools must implement an identification and assessment process to identify students with limited English

proficiency (including migrant children) and provide educational services to meet the needs of those students. Schools must assess oral language proficiency in English for students who come from a home where a language other than English is used. The process includes assessing the student's language proficiency in the areas of speaking, reading, listening and writing (See Appendix G).

Migrant advocates should assist migrant children and their families who speak a language other than English by doing the following:

- Become familiar with federal laws regarding the education of documented and undocumented students.
- Make the district aware of its responsibility (under Title VI) to test the language proficiency of LEP students.
- Collect and maintain resources for teachers to access.
- Attend ESL Workshops provided by Adult Education and other sources.
- Attend collaborative Latino Coalitions in your area if they exist.

The advocate can help preschool and school age children who speak a language other than English in the following ways:

- Seek to enroll preschoolers in Head Start, Even Start or Preschool.
- Assist families with school registration forms, and birth certificates.
- Assist families with getting school physicals and immunizations.
- Provide transportation to Health Departments, if necessary.
- Seek a community translator for families when none is available in the Migrant Office
- Assist parents with teacher conferences.
- Seek to provide proper clothing and school supplies when necessary.
- Provide children's books in the language of the parents so they can read to their children at home.
- Provide other learning activities for the home, especially for preschoolers.
- Encourage participation in parent meetings, school activities, such as teacher conferences, Open House, plays and other performances.

The advocate can help emancipated youth who speak a language other than English by:

- Contacting Adult Ed for ESL classes, if not now available.
- Encouraging participation in ESL classes through mailings and flyers.
- Providing transportation to classes when possible.
- Assisting in translating papers and other documents.
- Assisting in securing driver's licenses.
- Providing drivers manual in Spanish.
- Giving them test location and testing times.
- Assist in transportation to doctor's offices and clinics.
- Advising all youth and parents about driving laws, such as seat belt use, child



restraints, insurance, driving while intoxicated and other pertinent laws.

### **ESL Classroom Materials and Strategies**

Cummins, Jim. **English as a Second Language Resource Handbook: A Practical Guide for K-12 ESL Programs**. Thousand Oaks, CA: Corwin Press, Inc. (A Sage Publishing Company, 1993, 1995-2nd printing).

Cummins, Jim. **ESL: Accelerating English Language Learning**. Scott Foresman, 1996. Grades 1-8.

Graham, Carolyn. **Jazz Chants for Children**. (Books and tapes) New York: Oxford University Press, 1979.

National Research Council. **Preventing Reading Difficulties in Young Children**, Catherine E. Snow, M. Susan Burns, and Peg Griffin, Eds. Washington D. C.: National Academy Press, 1998.

Tabors, Patton O. **One Child, Two Languages: A Guide for Preschool Educators of Children Learning English as a Second Language**. Baltimore: Paul H. Brooks Publishing Co. 1997.

### **Publishing Companies for Bilingual Dictionaries**

#### **Langenscheidt Publishers, Inc. New York**

46-35 54th Road  
Maspeth, NY 11378  
Phone (718) 784-0055  
Phone for orders: 1-800-423-6277

#### **Hippocrene Books, Inc.**

171 Madison Ave.  
New York, NY 10016

#### **National Textbook Company**

4255 West Touhy Avenue  
Lincolnwood, IL 60646-1975  
Phone for Orders: 1-800-323-4900  
Fax orders: 1-800-998-3103

### **ESL Resource Organizations**

#### **National Clearinghouse for Bilingual Education (NCBE)**

The George Washington University Center for the Study of Language and Education  
2011 Eye Street NW, Suite 200  
Washington, DC 20006  
(202) 467-0807

Fax: (202) 467-4283  
e-mail: [askncbe@ncbe.gwu.edu](mailto:askncbe@ncbe.gwu.edu)

**National Clearinghouse for ESL Literacy Education**

The Center for Applied Linguistics  
4646 40th Street NW  
Washington, DC 20016-1859  
(202) 362-0700  
Fax: (202) 362-3740  
e-mail: [info@cal.org](mailto:info@cal.org)

**Ensuring Academic Success for Limited English Proficiency Students**

The George Washington Center for Equity and Excellence in Education  
1730 North Lynn Street, # 400  
Arlington, VA 22209  
(703) 528-3588  
Fax: (703) 528-5973  
e-mail: [dmckeon@ceee.gwu.edu](mailto:dmckeon@ceee.gwu.edu)

**Teachers of English to Speakers of Other Languages (TESOL)**

1600 Cameron Street, Suite 300  
Alexandria, VA 22314-2751  
(703) 836-0774  
Fax: (703) 836-7864 or (703) 836-6447  
e-mail: [tesol@tesol.edu](mailto:tesol@tesol.edu)

**National Association for Bilingual Education (NABE)**

Suite 605  
1220 L Street NW  
Washington DC 20005-4018  
(202) 898-1829  
Fax: (202) 789-2866  
e-mail: [NABE@nabe.org](mailto:NABE@nabe.org)

**Office of Bilingual Education and Language Minority Affairs (OBELMA)**

600 Independence Avenue SW  
Washington, DC 20202-6510  
e-mail: [obemla@ed.gov](mailto:obemla@ed.gov)

**Kentucky Department of Education**

English as a Second Language  
Capital Plaza Tower  
500 Mero Street  
Frankfort, Ky. 40601  
(502) 564-2672

**Ohio Valley Educational Cooperative**

100 Alpine Drive  
Shelbyville, Ky. 40066  
(502) 647-3533

### **Other ESL Resources**

#### **Multi-Cultural/Spanish**

PO Box 6956  
Vista, California 92985  
Spanish/English Reference Book  
Book # 275-00-1  
1-760-726-6498

#### **“Help! They Don’t Speak English”**

ESCORT  
State University of New York  
Bugbee Hall, Room 305  
Oneonta, NY 13820  
800-451-8058

#### **Immigration Made Simple and Citizenship Made Simple**

Next Decade, Inc.  
39 Old Farmstead Road  
Chester, NJ 07930  
908-879-6625  
E-mail: [nexdec@aol.com](mailto:nexdec@aol.com)

**For information about ESL endorsements to teacher certificates, contact the  
Division of Teacher Certification at (502) 573-4606**

### **Resources/Collaboration**

Having adequate resources and being a good collaborator are critical to the advocate’s role of being a problem solver. It is the responsibility of the advocate to maintain all available resources for the purpose of seeking solutions to problems facing a family in crisis. The advocate keeps a list of names and phone numbers of all local, state, and national organizations and agencies that offer services to migrant families. It is the role of the advocate to refer the families to appropriate organizations and agencies. After a referral is made, the advocate **must** conduct follow-up to determine if the situation has been adequately addressed and if any further action is needed. Documentation of the referral and follow-up are noted in an advocate’s daily log. Not all problems will be solved, but the advocate should exhaust all resources trying to find a resolution. Advocates should always be

looking for new resources to add to their list. Attending interagency meetings on a regular basis will enhance the Advocate's collaboration with these agencies and organizations. The following is a list of resources that will help you get started.

## **Local**

**Food Assistance**-Pantries, American Red Cross, Community Based Services, and Faith Organizations

**Adult Education**-Even Start and GED (Should include ESL)

**Health Services**-Local Health Department, Local Counseling Centers, Home Health, and Community Based Services

**Housing**-Government Housing, HUD, Rentals, and Homeless Shelters

**Medical Assistance**-Community-based Services, Doctors, Dentists, Local Hospital, County Health Department, County School Nurse, and Nurse's Aids

**Disability Services**-Mental Health service/physically challenged

**Education**-Local Schools, Preschool Programs, County Extension Office

**Family Resource and Youth Services Centers**

**Financial Assistance**-American Red Cross, Faith Organizations, Winterization and Heating Programs

**Emergency Numbers**-Fire, Local and State Police, Ambulance, and Hospital

**Community Services**-American Red Cross, Homeless Shelter, FRC/YSC, Adult Day Care, County Farm Service, Emergency Assistance Program, Teen Center, Conservation Services

**Transportation**-Local Emergency Transportation (example-R-TEC)

**Jobs Training Partnership Act – Youth Employment**

## **State**

**Kentucky Department of Education –Migrant Education Office** 502-564-3791

**Kentucky Migrant Legal Services Project (KMLSP)** 1-800-644-3370

**Frankfort Habilitation, Inc.**, 3755 US 127 South, Frankfort, KY 40601

Phone 502-227-9529 or Fax 502-227-7191—Free brochures on dozens of subjects such as Nutrition, Your Growing Child, About Sickle Cell Trait/Anemia, How to Help Your Child Grow, Pregnancy/Baby, Pregnancy/Family Planning, and many others.

## **Websites**

### **Seven Ways to Obtain a Green Card**

Website: <http://fourimmigration.com>

**U.S. Office of Migrant Education**  
 Website: <http://www.ed.gov/offices/OESE/MEP/>

**Learning Spanish**  
 Website: <http://www.lingolex.com/spanish.htm>

**Labor, Education, Health, Safety, and Miscellaneous**  
 Website: <http://www.migrant.net> (search related sites)

**U.S. Department of Education**  
 Website: <http://www.ed.gov>

**America's Farmworkers' Homepage**  
 Website: <http://www.ncfh.org>

**Family Education Rights & Privacy Act (FERPA)**  
 Website: <http://www.ed.gov/offices/OM/ferpa.html>

**National Council of LA RAZA (Health and Education for Hispanics)**  
 Website: <http://www.nclr.org>

**National Center for Bilingual Education**  
 Website: <http://www.ncbe.gwu.edu>

**Ohio Valley Educational Cooperative** (Migrant Even Start Project information, recent events, web links, student registry, online courses, and free materials)  
 Website: <http://www.migrant.org>

**Translations for any language**  
 Website: <http://www.altavista.com>

**Center for the study of Books in Spanish for Children and Adolescents**  
 Website: [http://www.csusm.edu/campus\\_centers/csb](http://www.csusm.edu/campus_centers/csb)

**Call for Health**, 1515 Capital of Texas, Highway 5 Suite 220, Austin, Texas  
 Website: <http://www.ncfh.org>

**High School Equivalency Program, Somerset Community and Technical College,**  
 E-mail [Stewart.Phillips@kctcs.edu](mailto:Stewart.Phillips@kctcs.edu)

## **National Hotline Numbers**

**National Migrant Education Hotline** 800-234-8848 (Emergency Assistance)  
**Parent Flyers** are available in Creole, Spanish, and English at either E.S.C.O.R.T. (800-451-8058) or F.M.I.P. (800-949-1916)  
**English only** policies violate Title VII of Civil Rights Act. (Violations should be reported to this number-800-646-1237)

**Disease Control and Prevention for Hispanics** 800-232-0233

**Student Guide for Financial Aid** – Write to Federal Student Aid Information, Center  
 PO Box 84, Washington, DC 20044-0084

**National Information Center for Children and Youths with Handicaps**  
 800-999-5599

**National Clearing House for Bilingual Education** 800-321-NCBE

**Child and Adult Abuse Reporting** 800-654-6200  
**Child Support Information** 800-248-1163  
**Employer Job News Line** 800-Job-News  
**Commission for Handicapped Children** 800-232-1160  
**Children's Safety Network, Rural Injury, National Farm Medicine** 800-662-6900  
**Vital Check Network** (Documents such as birth, death, and marriage Certificates) 800-669-8310

### **Federal Publications for Parents on Helping Your Child**

In addition to **Helping Your Child Learn To Read**, the U.S. Department of Education publishes a number of books on related subjects. To find out what's available and how to order, request the **Consumer Information Catalog** listing nearly 200 useful federal publications. The Catalog is free from the Consumer Information Center, Pueblo, Colorado 81009.

### **Helpful Tips**

A few tips for success as a migrant advocate are:

- 1) Rather than staying in the office, be on the go, identify problems and locate help.
- 2) You may not have all the answers, but use all available resources to find possible solutions.
- 3) If you're new on the job, try job shadowing an experienced advocate. This allows you a first-hand view of the situational problems that can arise daily.
- 4) Be careful about sharing child information with non-custodial parents, or persons who might answer a parent's telephone (boy friend, etc.). Sharing confidential information with school personnel or others should only be done on a need-to-know basis.

### **Definition of Terms**

**Advocate** is a person who possesses a valid Kentucky teacher certificate and whose duties are to provide or arrange for services which remove barriers to learning for pre-school and school aged migrant children, or out-of-school youth under the age of 22 who have not obtained a high school diploma or a GED.

**Advocate Assistant** is a person with at least two years of college training (minimum of 48 college hours) or with one year of college training (minimum of 24 college hours) as well as six hours of college level courses dealing with child growth and development, teaching and learning, or similar course work and who has experience in working with families and children. A person in this position works with a certified advocate in the delivery of services to migrant children.

**COE** (Certificate of Eligibility) is the required document for enrolling children into the Migrant Education Program.

**ESCORT (Eastern Stream Center on Resources and Training)** provides training experiences for migrant program personnel, parents, other school personnel, and other parties who have an interest in migrant education.

**Extended Days** are employment days beyond the normal 185 days of regular school year employment.

**Inter-Agencies** are groups consisting of representatives from various community agencies and service organizations that may assist migrant education in removing barriers to academic success.

**Intersessions** are the instructional sessions that occur during breaks from the regular school term in districts with alternate calendars.

**Migrant Education Program** (Part C, Title I, of the Elementary and Secondary Education Act of 1965 (ESEA)) provides supplementary education services for children (ages 3-21) who are eligible based upon qualifying agricultural moves by their parents/guardian or emancipated youth who have not obtained a high school diploma or GED.

**Migrant Student Log** is an individual log of services and contacts with migrant children, parents, teachers, other school personnel, and community agencies.

**Paraeducators** are individuals hired to provide instructional assistance to migrant children, either in the classroom or as a tutor during the regular school day or after regular school hours.

**Regular School Term** is the 175 days that Kentucky's students attend school plus 10 days for staff training and holidays.

**Summer School Term** is the special instruction period that occurs at some point between the conclusion of the regular school term and the beginning of the next regular school term.

### **Migrant Education Reports/Forms**

The completion of certain reports is both necessary and required for proper administration of the migrant program. The advocate provides the data for completing the following reports:

#### **Required**

- **Mass Enrollment Report** is a report identifying those Migrant participants enrolled at the beginning of school. (Completed during September)

- **Migrant Education Withdrawal Form** is a form completed on each child at the time of withdrawal from the program (EOE, graduation or GED, moving out of the district, turning 22 years of age, end of each regular school term and summer school/intersession periods, and death). The form requests information on the types of services provided (Support, Instructional, Secondary Credit).
- **Migrant Summer School/ Intersession Enrollment/Withdrawal Report** is a report indicating enrollment or withdrawal from summer school/intersession and services provided by Migrant Education. It is completed within two weeks after the summer school/intersession has ended.

### **Recommended**

**Activity Reports of Services** is a report to inform district administrators, school personnel, and other interested parties of the services provided by Migrant Education. Possible Examples: number of enrolled and withdrawn, types and number of referrals, efforts of collaboration, types of training sessions attended, and positive notes and suggestions. This report should be updated at least quarterly.